

C.I.T.E. LEARNING STYLES INSTRUMENT*

Name_____

Read each statement carefully and circle the number that best agrees with how you feel about the statement.

Group 1	Most Like Me		Least Like Me	
	4	3	2	1
Having assignment directions written on the board makes them easier to understand.	4	3	2	1
I would rather read a story than listen to it read.	4	3	2	1
I like written directions better than spoken ones.	4	3	2	1
I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
Total				

Group 2	Most Like Me		Least Like Me	
	4	3	2	1
I understand a math problem that is written down better than one I hear.	4	3	2	1
Written math problems are easier for me to do than oral ones.	4	3	2	1
Seeing a number makes more sense to me than hearing a number.	4	3	2	1
Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
When teachers say a number I really don't understand it until I see it written down.	4	3	2	1
Total				

Group 3	Most Like Me		Least Like Me	
	4	3	2	1
The things I write on paper sound better than when I say them.	4	3	2	1
Written assignments are easy for me to do.	4	3	2	1
I don't mind doing written assignments.	4	3	2	1
Sometimes I say the wrong thing, but writing gives me time to correct myself.	4	3	2	1
I like tests that call for sentence completion or written answers.	4	3	2	1
Total				

Group 4	Most Like Me		Least Like Me	
	4	3	2	1
I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
I remember things I hear better than I read.	4	3	2	1
I find it easier to remember what I heard than what I have read.	4	3	2	1
I understand more from a class discussion than from reading about a subject.	4	3	2	1
I do well on tests if they are about things I hear in class.	4	3	2	1
Total				

Group 5	Most Like Me		Least Like Me	
	4	3	2	1
When I do math problems in my head, I say the numbers to myself.	4	3	2	1
If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
When I hear a phone number, I can remember it without writing it down.	4	3	2	1
When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
Total				

Group 6	Most Like Me		Least Like Me	
	4	3	2	1
It's harder for me to do a written assignment than an oral one.	4	3	2	1
I feel like I talk smarter than I write.	4	3	2	1
If homework were oral, I would do it all.	4	3	2	1
Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
Total				

Group 7	Most Like Me		Least Like Me	
	When I make things for my studies, I remember what I have learned better.	4	3	2
Writing a spelling word several times helps me remember it better.	4	3	2	1
I like to do things like simple repairs or crafts with my hands.	4	3	2	1
I like to make things with my hands.	4	3	2	1
I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
Total				

YOUR LEARNING STYLE PROFILE

Mark the box which matches your score for each group to show your learning style profile.

	Minor Learning Style												Major Learning Style			
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Group 1 - Visual Language																
Group 2 - Visual Numerical																
Group 3 - Written Expressiveness																
Group 4 - Auditory Language																
Group 5 - Auditory Numerical																
Group 6 - Oral Expressiveness																
Group 7 - Auditory-Visual-Kinetic																

* Adapted from the [C.I.T.E. Learning Styles Instrument](#) Wichita Public Schools Murdock Teacher Center
 Babich, A.M., Burdine, P. Allbright, L., Randal, PI.

DESCRIPTION OF THE C.I.T.E. INSTRUMENT STYLE AREAS

Visual Language

This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He or she may even write down words that are given orally, in order to learn by seeing them on paper. This student remembers and uses information better if he or she has read it.

Visual Numerical

This student must see numbers - on the board, in a book, or on a paper - in order to work with them. He or she is more likely to remember and understand math facts when they are presented visually, but doesn't seem to need as much oral explanation.

Written Expressive

This learner can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid, when oral answers or reports are required. His or her thoughts are better organized on paper than when they are given orally.

Auditory Language

This is the student who learns from hearing words spoken. He or she may vocalize or move his or her lips or throat while reading, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that could only have been learned by hearing.

Auditory Numerical

This student learns from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and he or she may be successful with oral number games and puzzles. This learner may do just as well without his or her math book, for written materials are not important. He or she can probably work problems in his or her head, and may say numbers out loud when reading.

Oral Expressive

This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. Teachers may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

Auditory- Visual- Kinesthetic Combination

The A-V-K student learns best by experience - doing, self-involvement. He or she profits from a combination of stimuli. The manipulation of material along with accompanying sight and sound (words and numbers seen and heard) will aid his or her learning. This student may not seem to understand or be able to concentrate or work unless totally involved. He or she seeks to handle, touch and work with what he or she is learning.